

## PROMOTION OF UNRANKED RENEWABLE TERM FACULTY

### Section I. POLICY AND PROCEDURE Manual Section 5.1.3.1

#### Procedures for Promotion Decisions for Non-Regular Faculty

- (a) Eligibility: Lecturers (Doctoral degree required) and instructors (Master's degree required) who have five continuous years of full-time employment at the University will be eligible for promotion in rank. After five years' experience as instructor/lecturer or equivalent, or earlier if initiated by chair/dean, a faculty member is eligible to be designated as Senior Instructor or Senior Lecturer. After ten years' experience as instructor/lecturer, or earlier if initiated by chair/dean, a faculty member is eligible to be designated as Distinguished Lecturer or Distinguished Instructor.
- (b) Evaluation: RT instructors and lecturers should be evaluated annually following the department or school/college faculty evaluation processes, using the Faculty Activity System. All evaluations should be based upon the appointee's teaching and service performance as defined by the academic programs.
- (c) Promotion in Rank: Any unit that hires renewable term lecturers and instructors must have policies on promotion in rank approved by the Office of the Senior Vice President and Provost.

### Section II. FAQs

*What is the timeline by which unranked renewable term (RT) faculty promotion will take place?*

RT faculty promotions will follow the same timeline articulated by the Provost's office, college, and unit for tenured/tenure track and ranked renewable term faculty. This timeline is articulated in the Provost's Tenure and Promotion memo each year.

*What is the workflow by which unranked renewable term (RT) faculty promotion will take place?*

The dossier including all information required within the unit RT promotion policy will be uploaded to TPS (tps.ou.edu). The workflow should be articulated in the unit policy, and is expected to include:

- A. Faculty (based on eligible faculty specified in unit policy)
- B. Departmental Committee A (if applicable)
- C. Chair/Director
- D. College Committee A (if applicable)
- E. Dean's Advisory Committee (if applicable)
- F. Dean
- G. Senior Vice President and Provost
- I. President
- J. OU Regents

*Can faculty be recommended for promotion prior to a unit having an RT promotion policy approved?*

Any unit that hires renewable term lecturers and instructors must have policies on promotion in rank approved by the Office of the Senior Vice President and Provost. RT faculty may not be recommended for promotion until the policy has been approved.

*What should be included in the RT promotion policy?*

In Section III below, an example template for a policy is included. The policy should include the criteria for promotion to senior and the criteria for promotion to distinguished (these should be substantively different in level of achievement). The policy should articulate the expected workload distribution, as well as annual evaluation processes and the relationship between annual evaluations and promotion. In addition, it should specify eligible voting faculty, the contents of the dossier, the need for external evaluators, and the workflow of the promotion process.

*Will external reviewer letters be required for RT faculty promotion?*

RT promotion requirements may include reviewers from outside or inside of OU. However, the determination of this requirement occurs at the unit level and should be clearly articulated in the policy, as to the number of external reviewers, their required qualifications, and what is communicated to them

*What raise is associated with an RT promotion and what is the source of raise funding?*

The raise associated with RT promotion (to senior or distinguished) should be 8% or the minimum increase to base listed below, similar to other promotions on campus. The college is responsible for funding the raises.

8% or the minimum increase to base:

Senior, 9 month appt: \$4,000

Distinguished, 9 month appt: \$6,000

Senior, 12 month appt: \$5,000

Distinguished, 12 month appt: \$8,000

*Can faculty be recommended for promotion before the usual five year timeline for Senior and ten year timeline for Distinguished?*

Yes, if the candidate is determined to have fulfilled the criteria articulated to achieve promotion in rank in terms of teaching and service (if relevant), the chair/director and dean could initiate promotion early.

*Can new faculty be hired directly into the Senior and Distinguished titles?*

If a candidate clearly possesses qualifications that meet or exceed the criteria for promotion, including extensive relevant teaching experience, the chair/director and dean may recommend hiring at the Senior or Distinguished level.

### **Section III. EXAMPLE POLICY TEMPLATES AND FORMS TO SOLICIT INFORMATION FROM FACULTY**

#### **EXAMPLE Promotion Policy for Renewable Term Faculty**

The University of Oklahoma hires renewable term faculty (RT) in support of its mission “...to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society” and its purpose—“We change lives.” Explicit in these statements is the paramount obligation of faculty to the education of our students, and by extension, to the students themselves, that is accomplished through positive impact on, ethical interactions with, and effective mentoring and instruction of students.

Renewable Term instructors and lecturers will be evaluated annually based on their teaching and service contributions to OU following similar evaluation processes and criteria employed to evaluate Regular faculty in these areas. Full time lecturers and instructors in the \_\_\_\_ department are normally expected to teach \_\_\_\_ courses/credit hours per year and dedicate \_\_\_\_ percentage of their time to university and professional service. Expectations that differ from this norm will be documented in the letter of appointment.

Lecturers (Doctoral degree required) and Instructors (Master’s degree required) who have five continuous years of full-time employment at the University will be eligible for promotion in rank to Senior Instructor or Senior Lecturer. After ten years’ experience as instructor/lecturer, a faculty member is eligible to be designated as Distinguished Lecturer or Distinguished Instructor. If recommended by the chair and approved by the dean, a faculty member could be considered for promotion earlier than the five and ten year timeframes. The renewable term faculty promotion process does not require external evaluators but requires a vote of the Regular Faculty. Candidates for promotion must assemble and submit a dossier to Committee A by \_\_\_\_\_ (date) that includes:

1. Original appointment letter(s)
2. Annual evaluations from each year of the period prior to being considered for promotion
3. A table summarizing the courses taught, including number of students in each class, as well students mentored/advised.
4. A 2-3 page narrative further describing their teaching contributions throughout the period prior to promotion
5. A 1-2 page narrative describing their service contributions throughout the period prior to promotion

6. \_\_\_\_\_ letters solicited by Committee A from former students, colleagues, and others familiar with the candidate's teaching and service contributions
7. Up to \_\_\_\_\_ pages of additional documentation providing evidence to support the narrative statements.

Lecturers and instructors will be evaluated based on:

## 1. Evidence of Course Preparation

Effective planning, preparation, development, and implementation of courses at the appropriate level of instruction

- **Syllabi:** syllabi with course description, learning outcomes, assignments, grading criteria, assessment methods, course schedule, etc.
- **Instructional Materials:** samples of lecture outlines, handouts, slides, problem sets, lab manuals, and other courseware
- **Digital Materials:** samples or descriptions of digital materials created such as audios, videos, blogs, and websites for teaching
- **High-impact Teaching Practices:** Design and development of high-impact teaching practices (e.g., dynamic lectures, team-based learning, service-learning, writing enriched methods, alternative assessments, field trips, etc.)

New and Redesigned Courses

- Development of new courses, teaching materials, and pedagogical methods/techniques
- Design and co-teaching of new interdisciplinary courses
- Major redesign of an existing course

## 2. Documentation of Teaching Effectiveness

From the Instructor

- Aggregated student feedback regarding teaching, including unsolicited comments or letters
- Average student scores on class exams, departmental exams, or national certification exams, if any
- Descriptions of teaching innovations attempted and evaluations of their effectiveness
- Sample of student work along with the professor's feedback to indicate the facilitation of student learning
- Sample of student journals compiled during the course to reflect student growth in a wide array of skills

From Others

- **Internal Peer Review:** comments from colleagues in the department regarding your teaching preparation and instruction, including a colleague teaching the same course or same level course, if any
- **External Review:** course observation comments from external reviewers, if any

- Letters from course coordinator, program director, or department chair attesting to the value of well-taught foundational courses
- Sample letters from students, preferably unsolicited; the department could also solicit letters from students who have taken the professor's courses under anonymity and random selection

### **3. Student Advising**

- Provision of career advising and mentoring of students and former students
- Current and former student successes achieved, in part, through mentorship
- Sample recommendation letters written for students for academic and career advancement

### **4. Impacts and Contributions to the Department, Institution, and Community**

- Efforts directed toward, and outcomes resulting from, developing new core courses, overhauling existing courses, or teaching classes with high enrolments and/or high intrinsic demands
- Roles and contributions in departmental curriculum revision or development, especially in foundational courses and general education courses
- Service on teaching committees, professional society committees, and work with community partners dealing with teaching and learning matters
- Evidence of assistance and/or consultations in helping other faculty, TAs, postdocs, and student groups to improve their teaching
- Community engagement and outreach activities such as workshops and presentations to enhance a community of practice

### **5. Honors, Awards, and Recognitions**

- Teaching awards from the department, college, or the University
- Distinguished teaching awards or the nomination for such an award within and outside the University
- Invitations based on teaching reputation to consult, give speeches and workshops, write articles, etc.
- Requests for expert advice on teaching by committees or other organized groups

### **6. Scholarship of Teaching**

- Textbooks, proceedings, presentations, and peer-reviewed teaching articles
- Contributions to, or editing of a professional journal on teaching
- Reviews of forthcoming textbooks
- Open educational resources published in recognized professional channels

### **7. Professional Activities to Improve Instruction**

- Attendance at workshops and conferences on teaching within and outside the University

### **8. Reflection and Improvement**

- Based on feedback from students, colleagues, or course outcomes, reflect on course (re)design and high impact teaching practices that promote active learning, and cultural competency in the classroom
- Description of teaching progression from the past to present and subsequent teaching objectives for the next year
- Plan for the participation of professional development activities focused on teaching enhancement

### **EXAMPLE DOCUMENTS TO SUPPORT ANNUAL EVALUATION OF TEACHING FOR RT FACULTY**

As stated in the faculty handbook 3.13.3 C (2), “renewable term instructors and lecturers should be evaluated annually following the department or school/college faculty evaluation processes, using the Faculty Activity System. All evaluations should be based upon the appointee’s teaching and service performance as defined by the academic programs.”

The factors that contribute to quality and impactful teaching are many and varied. The policy should list any types or sources of evidence that demonstrate the outcomes of teaching, including any of the criteria for Promotion that may also be relevant for annual evaluation purposes.

In addition to teaching, renewable term faculty may also be expected to contribute to service and research and creative activities within a unit. In these cases, evaluation criteria for service and research/creative activity efforts should be articulated, and adapted from the norms followed for Regular faculty within the unit.

## EXAMPLE FORM FOR COLLECTING INFORMATION REGARDING TEACHING EFFORTS FOR RT FACULTY

### I. Direct Instruction- Additional information and Context

A. Committee A has access to a list of all the courses you taught for this year and their enrolments. Please take this opportunity to add any additional information that you wish about the courses you taught beyond that information (e.g. one course was a new prep, included service learning component, changed the syllabus of an old course to make it more inclusive, experimented with an entirely different form of assessment, incorporated team projects, etc.).

B. Committee A has access to the student feedback responses submitted for your classes (and peer evaluations or other feedback used within the unit). Please reflect on the feedback you received from students and colleagues, course outcomes, or other sources. How did you use this feedback to improve your teaching? What will you do in the future?

### II. Undergraduate advising and mentoring (if applicable)

Please list undergraduates you have formally advised or mentored during the last year, including undergraduate research/thesis supervision

Student name	Status (e.g. 1 <sup>st</sup> yr, senior)	Student's home department	Faculty Role

Please describe any mentorship/advising you provided for undergraduates, either formal or informal, as well as any student achievements/outcomes that were facilitated by your efforts.

### III. Professional development and other teaching activities

Please note below any one-on-one or group teaching activities you undertook in addition to your regular course load (e.g., reading groups, pedagogy trainings attended, individual mentoring, resources developed, etc.).

### IV. Additional Narrative

Please take this opportunity to provide committee A with any additional information, context, or background you think would be relevant to their evaluation of your teaching.

Additional documents that could be included in dossier: syllabi, screenshots of canvas website, assignments with or without feedback, assessments, peer teaching evaluations, resources created, etc.

**Potential Rubric that combines evidence from dossier (D), narrative(N), and Student feedback(S):**

Aspects of Teaching	Exceeds Expectations	Meets Expectations	Below Expectations
<b>Direct Instruction</b>			
Innovative/Effective <sup>D,N,S</sup>			
Inclusive <sup>D,N,S</sup>			
Organized/Presented clearly <sup>D,N,S</sup>			
Feedback used to strengthen teaching <sup>N,S</sup>			
<b>Curriculum &amp; Instructional Development</b>			
Contributes to unit's course needs <sup>D,N</sup>			
Developing New Courses/Revising curriculum <sup>D,N</sup>			
Professional Development focused on teaching <sup>D,N</sup>			
<b>Advising and Mentoring</b>			
Undergraduates <sup>D,N</sup>			
(if applicable) Graduate Students <sup>D,N</sup>			